

**Grade Seven Unit 2 Topic 1: Colonization, Sugar and Slavery**

**Essential Questions:** Why do people move? What is the impact of greed?

**Suggested Pacing: 20 days**



**Background:** Students in 5th grade made connections to culture and what happens when cultures come together. This informed their thinking when looking at other continents dominated by Western Europe and Western European technology, creating a more worldly view of exploration as not just something that happened in North America but as a worldwide phenomenon and spreading Western values and beliefs. Students are entering grade 7 from a study of borders and the politicization of maps in 6th grade, where students explored mapmaking to serve specific groups in perceived positions of power. Students have explored what determines who has power and who doesn't? In the last unit, students explored the effects of globalization and colonization on societies and people groups, and the impact of urbanization on human rights and the environment.

**Task:** In this task, students will tell the history of sugar (as a third person narrator) in both images and text. Students will recount the history of sugar and its impact on different groups of people (Africans, enslaved peoples, natives, Europeans, etc.) They will use information and images from centers and their own research.

**Social Studies Skills Introduced Through this Task:**

- SS.6-7.HIS.2 Analyze and draw conclusions about how perspective shapes understanding. (8.3-5)
- SS.6-7.ECO.2 I can analyze and explain supply and demand. (6-7.3)

**Purpose:** As one group of people benefit, others are exploited for the sake of that benefit. Although slavery became an institution in Middle America and the Caribbean, it was originally sparked by those in power seeing the economic benefits of sugar and other cash crops. Students will examine how the “need” for sugar (and, in a larger sense, money and power) led to the rise of slavery. They will look at the connection between the colonization of the Americas and the rise of slavery, including how and why certain people groups were exploited as slaves and others were not. They will also explore the idea of “why do people move?”, both voluntarily and involuntarily, by exploring the reasons behind why people in Europe and why people in Africa moved to the Americas. Both were for very different reasons, and some were even forced to move, while others wanted to and saw great gain from it. Ultimately, students will have a deeper understanding of how perspectives shape understanding.

**Throughout this task, pair with myWorld where appropriate.**

**Academic Vocabulary**

Slavery  
Perspective  
Migration  
Caribbean  
Immigration  
Emigration  
Colonization  
Exploration  
Columbian Exchange  
Triangular Trade  
African Slave Trade  
New World  
Old World  
Indigenous Peoples  
Native Americans  
Discovery  
Plantation

### **Getting Started:**

Students will read the NEWSELA article [“A History of Sugar: the Food Nobody Needs but Everyone Craves.”](#) As students read, they will annotate the article and in your Social Studies Notebooks, selecting one sentence or, at most, one paragraph to analyze in their journals.

Copy (or cut and paste it) this sentence or paragraph into your journal and reflect.

- Why did you select this sentence or paragraph as the most important?
- What is absolutely essential to understand about sugar and its importance on a global scale over the past 2,000 years?

Next, share with your team members the section of the text you selected and defend your thinking.

As a group, generate one statement about sugar from your conversations and writings. What one statement sums up the importance of sugar at this time? (i.e., look for trends across groups: economics)

### **Making Meaning:**

Christopher Columbus and other explorers like him discovered the “New World”. This does not mean that there had been no life in the New World before them, but rather, that Europeans were now aware of the vast land masses that make up the Americas. Europeans did not see the Native Americans of the Americas as legitimate owners of the land and began to colonize and claim the land for themselves. The Columbian Exchange refers to a period of cultural and biological (food, disease, etc) exchanges between the New and Old Worlds. Exchanges of plants, animals, diseases and technology transformed European and Native American ways of life. Beginning after Columbus' discovery in 1492 the exchange lasted throughout the years of expansion and discovery. The Columbian Exchange impacted the social and cultural makeup of both sides of the Atlantic. Advancements in agricultural production, evolution of warfare, increased mortality rates and education are a few examples of the effect of the Columbian Exchange on both Europeans and Native Americans.

Students will participate in a simulation to learn about the economic, social, and cultural impacts of the Columbian Exchange. Students will be assigned roles and receive specific role cards. One half of the room will be from the New

World, the other half of the room will be from the Old World. Students will complete two rounds of timed trading, participate in a class discussion, and write a written response. After students have been assigned their role, they will be given cards that represent goods from their part of the world.

Round 1:

- Students from the New World (North and South America) can only trade with other students from the New World.
- Students from the Old World (Europe, Africa, Asia) can only trade with other students from the Old World.
- *Post-Trade Class Discussion: Do you feel that you are better off now after trading with only those around you?*

Round 2:

- Students from the New World (North and South America) and the Old World (Europe, Asia, Africa) can trade freely.
- *Post-Trade Class Discussion: Do you feel that you are better off now after trading freely with those from your “world” and the other “world”?*

Debrief

- Students will reflect in their Social Studies Notebooks on the following question; *“After completing the activity & watching the video, do you believe that the Columbian Exchange was beneficial to one ‘world’, both ‘worlds’, OR neither “world”?* Explain your reasoning using evidence from what you learned in class today.
- Students will then participate in a class discussion about the prompt question.

Simulation Cards:

<https://docs.google.com/document/d/1sArtUZ9am5zASfmVeLR-TshGcNmoaMnm3JK5ht2cHZo/edit>

Supplemental Videos on Columbian Exchange:

- <https://www.youtube.com/watch?v=OwMcRljS3SM>
- [https://www.youtube.com/watch?v=3NXC4Q\\_4JVg](https://www.youtube.com/watch?v=3NXC4Q_4JVg)
- [https://www.youtube.com/watch?v=Of\\_ZNqtz7bc](https://www.youtube.com/watch?v=Of_ZNqtz7bc)

### **Opportunity to Assess Journal Writing**

**In their Social Studies Notebooks, have students write down their thoughts about the following questions after each round of the Making Meaning simulation activity.**

- Post-Trade Class Discussion: Do you feel that you are better off now after trading with only those around you?
- Post-Trade Class Discussion: Do you feel that you are better off now after trading freely with those from your “world” and the other “world”?
- After completing the activity and watching the video(s), do you believe that the Columbian Exchange was beneficial to one ‘world’, both ‘worlds’, OR neither ‘world’? Explain your reasoning using evidence from what you learned in class today.

**Investigation:**

Students will investigate how various perspectives shape understanding when it comes to American colonization, sugar, and slavery. These perspectives will be varied in gender, role, and race so students get a complete understanding of the complicated and diverse dynamics surrounding these themes. These perspectives will be represented by the stories of real life individuals.

The following perspectives will be represented:

- Enslaved women
- Enslaved men
- The Europeans
- The Caribbean Native Americans

In groups students will engage with each perspective and capture important information and guiding questions in their Social Studies notebooks.

Type of Center	myWorld	Additional Resources	Guiding Questions
<b>Enslaved Women</b>	<ul style="list-style-type: none"> <li>● Chapter 2: Lesson 1: “America and Europe” in myWorld pages 38-42</li> <li>● Chapter 2: Lesson 2 (A New Nation”) and 3 (“Growth and Civil War”): MyWorld, pages 50-52</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Variety of slave perspectives</a></li> <li>● <a href="#">Incidents in the Life of a Slave Girl</a></li> <li>● <a href="#">Slave Women in the Attic</a></li> </ul>	<ul style="list-style-type: none"> <li>● What sort of challenges would enslaved women uniquely have to face?</li> <li>● How does being a slave shape their understanding of Europeans, colonization, and sugar?</li> <li>● What role did enslaved women play in sugar production?</li> </ul>
<b>Enslaved Men</b>		<ul style="list-style-type: none"> <li>● <a href="#">Variety of slave perspectives</a></li> <li>● <a href="#">Slave narratives of the Caribbean</a></li> <li>● <a href="#">Database of Oral History Slave Narratives</a></li> <li>● <a href="#">Haiti, Cuba, and the Caribbean: Slavery</a></li> </ul>	<ul style="list-style-type: none"> <li>● How would a slave view migration and movement?</li> <li>● How does being a slave shape their understanding of Europeans, colonization, and sugar?</li> <li>● What role did enslaved men play in sugar production?</li> </ul>
<b>The Europeans</b>		<p>Primary Sources:</p> <ul style="list-style-type: none"> <li>● <a href="#">King Ferdinand's Account</a></li> <li>● <a href="#">Prosperity of the West India Company</a></li> <li>● <a href="#">A map of the estate of Peter Langford Brooke, Esq</a></li> </ul> <p>Secondary Sources:</p> <ul style="list-style-type: none"> <li>● <a href="#">New World Labor: European Indentured Servants</a></li> </ul>	<ul style="list-style-type: none"> <li>● What is the European view on migration, colonization, and land?</li> <li>● How do you see the themes of power and dominance within the European accounts?</li> <li>● What role(s) did</li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="#">Sugar Masters in A New World</a></li> </ul>	<p>Europeans play in sugar production?</p> <ul style="list-style-type: none"> <li>• How did personal wealth and social status impact the role Europeans played?</li> </ul>
<b>Caribbean Native Americans</b>		<p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Bartolome de las Casas</a></li> </ul> <p>Secondary Sources:</p> <ul style="list-style-type: none"> <li>• <a href="#">New World Labor Systems: Native Americans</a></li> <li>• <a href="#">LOS ANTEPASADOS INDÍGENAS DE LOS GUANAJUATENSES: A Look into Guanajuato's Past</a></li> <li>• <a href="#">First Encounters in the Americas</a></li> </ul>	<ul style="list-style-type: none"> <li>• How do the Caribbeans native view migration and the Europeans?</li> <li>• How do you think the natives would define the term “home?”</li> <li>• How is the natives perspective similar and different to the slave perspective?</li> <li>• What role did Indigenous People play in sugar production?</li> </ul>

### **Opportunity to Assess Journal Writing**

**In their social studies journals, have students write down their thoughts about the following questions using their notes from the centers.**

Use the guiding questions for each center as an opportunity to assess understanding. Students will answer questions in their journals.

#### **Create/Produce:**

What is the story of sugar in the Caribbean?

In this task, you will tell the history of sugar in both images and in text. From the perspective of a narrator, you will recount the history of sugar and its impact on particular groups of people. You will also write about the role that supply and demand for sugar played in the life of these groups of people. You will use information and images from your slavery centers as well as additional research.

Consider all the information, including maps and images, and write a story with different groups of people included. For example, the demand for sugar spurred large-scale growth in the Caribbean, including the growth of the slave trade. This affected the stories of Africans kidnapped and transported to sugar plantation, Europeans running the plantation, and indigenous people.

You can present your story any way that you would like. You can opt to:

- Write a narrative or play
- Create a movie or “audiobook”
- Create a book or short story
- Storyboard
- Create a comic strip
- Poem, rap, or song
- Poster
- Slides

No matter the format you choose, include a selection of images, including a map, that assist you in telling the story of sugar from the perspective you have chosen.

### **Communicate/Present:**

You will share your story in a formal presentation to your peers. Be prepared to:

- Read, share, or perform your story
- Ask questions of your audience. For instance:
  - What do you imagine the experience of working on a plantation was?
  - Why do you think sugar became such an important crop?
- Answer questions from your audience. Some questions may include:
  - In your research, what role did economics play?
  - How were other groups affected?

### **Reflection:**

Answer this question in your Social Studies journals:

- Why do you think that sugar created such a demand in the world? What was sugar’s impact on slavery?